



Developments in the Teaching and Learning of Oracy

Alan Howe

ORACY CAMBRIDGE – HUGHES HALL, UNIVERSITY OF CAMBRIDGE MAY 2020

The Active Learning Trust: Developments in the Teaching and Learning of Oracy

Alan Howe for Oracy Cambridge

The purposes of this document are:

1. To provide a summary of recent developments across all of the schools in the Trust, in embedding oracy approaches to teaching and learning into everyday practice.
2. To offer a number of suggestions for maintaining momentum both during the current lockdown and once schools start to re-admit pupils as the situation eases.

Based on information gathered from CPD sessions with teachers in 2020, this report provides a marker for schools against which they can consider their progress, can identify barriers and supports in their oracy programme, and can report back later in this project. It also enables Oracy Lead teachers to share expertise and highlight areas of oracy teaching and learning to enable colleagues to consider further areas for development in their own schools.

The audience for this report is all Active Learning Trust colleagues, Headteachers, Oracy Lead Teachers and Oracy Cambridge colleagues. It should be seen as a companion report to that circulated in January 2020: *Active Learning Trust Schools: Plans for the Teaching and Learning of Oracy by Lyn Dawes & Alan Howe for Oracy Cambridge 25.01.2020*

Recent CPD

In April 2020, Alan Howe and James Mannion led a series of webinars, joined remotely by Oracy Lead teachers from all ALT schools, and also by a number of head teachers. The webinars had three parts:

- Input from Alan Howe on a suggested approach to planning explicitly for oracy progression on a year-by-year basis.
- Input from James Mannion on 'Implementation Science' – a set of tools to enable individual schools to review current progress in embedding oracy across the whole school and to start to establish, or to continue to develop their plans.
- Verbal summaries from the majority of Oracy Leads of recent activity – either at classroom or whole school level – describing and reflecting on 'What We Did'; 'What Happened?'; and 'Next Steps'.

Following the webinars, Oracy Leads wrote up a summary of what they'd presented. Schools that are not represented in the summaries are still at an early stage of putting approaches to oracy in place, although all contributed to the sessions and are committed to developing oracy further from September 2020.

What's Going On?

- The short summaries that follow show both the variety of current practice in oracy across the Trust Schools, as well as where there are aspects in common.
- For some schools, oracy is currently an aspect of school development being considered from the 'bottom up', reflecting the advice given in September at the launch Conference to 'start small' – one class, one focus. There is distinct evidence however, that 'from small acorns...' there are positive signs of whole school interest and growth.
- The majority of schools are now also actively developing oracy as a whole school initiative, involving all staff, Teaching Assistants and, in some cases, parents. In some instances, this takes the form of a whole school approach to a specific aspect of oracy, for example, debating; encouraging vocabulary use; or promoting productive discussion. In some schools, the focus is wider, encompassing several or all strands of oracy education.

Some **key ideas** emerge from the summaries:

- Schools have taken the opportunity to develop their oracy initiatives in some very different ways, for example in terms of subject focus and different types of oracy activity (e.g. debating, use of technical vocabulary, using talk to develop reading comprehension etc.) However, it is reassuring to see that all have reported positive impacts of what they have done that justify the efforts that have been made.
- Students seem to readily take up and enjoy the additional challenge provided by explicit oracy teaching and changed classroom expectations. By creating conducive conditions for talk, confidence and willingness to participate grows.
- *Visibility* is really important: for example, Ground Rules posters on display and regularly referred to; sentence stems introduced and used in discussion and feedback; teachers and other adults modelling ways of using talk to get things done; students encouraged to reflect on their use and quality of their talking and listening.
- Many schools are making systematic and planned use of dialogic teaching approaches in lessons supports children's development of oracy skills. At the beginning of the programme, many schools identified a specific aspect of oracy or a key area of oracy skills from the framework to begin to develop. Following input from Oracy Cambridge at workshops, there is a growing recognition that, along with fresh and innovative approaches to introducing students to oracy skills that they may not have encountered outside school, teachers considered and developed their own use of talk in their teaching. As one Oracy Lead puts it: '...we wanted to introduce the idea of systematic and planned dialogic teaching in order to impact on students' oracy skills and in turn their engagement and involvement in all lessons and learning...to employ strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulation.'
- There has been a shift in emphasis in what Oracy Leads are identifying as evidence of impact; for example, from: 'becoming more confident' to the more specific 'better quality contributions'. This is mirrored in many comments that indicate ways in which teachers are re-adjusting and raising their expectations for productive talk

and appropriate use of language in class.

- Oracy Leads are becoming more reflective and discerning about what counts as good practice, for example when considering the quality of classroom talk. Teachers are better able to evaluate why an approach that has been trialled didn't work as well as expected.
- There is evidence in a number of the summaries that students, even those of younger years, are taking increasing control over and responsibility for managing the way they use talk, and their use of talking and listening with others. They are becoming more conscious of the choices open to them.
- There is a commitment in the 'Next Steps' sections of the reports to building on the recent webinars in order to design a progressive curriculum for oracy; and to discuss with head teachers and senior leaders how to embed oracy teaching and learning into school development plans for the next year and beyond.

Suggestions for Planning Next Steps

To consolidate current oracy teaching and learning, and to widen the scope of oracy provision in your school, you could consider which of the following suggestions offers relevant ideas for your school's development:

1. Use the **Review Questions** (see below) to take stock of oracy provision, based on your own report and consultation with your colleagues. Where the strengths and current areas of focus on oracy education? Consider how you might take the necessary steps to build towards a consistent whole school approach.
 - In particular, look closely at how well integrated dialogic teaching approaches are into every day teaching and learning; consider how best to address this topic if necessary with colleagues. The reports indicate that this is a central element of oracy in some schools; in others it still needs to be developed.
 - Consider:
 - a) how well teachers are using **Exploratory Talk** where appropriate in lessons;
 - b) whether students are being taught the oracy skills needed to engage in Exploratory Talk.

The following definition and description could be used to discuss this with colleagues:

Group discussion in schools takes place largely to enable students to make decisions together, to share a range of points of view, and to solve problems jointly. Discussion groups will need to be taught the oracy skills needed to generate exploratory talk. Exploratory talk is an educationally effective genre of talk in which all ideas are put forward and heard with respect, reasoning is visible in the talk, and the group support one another's explanation and elaboration of ideas. Group members question one another's ideas and reasons, and suggestions put forward may be hypothetical or tentative. Ideas are chained together to reach a joint decision. Such discussion makes use of the higher-order thinking skills of evaluation, analysis and creativity. Initially it may be necessary to allocate roles as a stepping stone to group independence. No writing is

undertaken during the discussion, to enable better concentration on the topic in hand.'

2. With your school SEN lead, consider how inclusive your oracy developments are, and what you can do ensure that all students gain access to the learning and communicative power of oracy. Do you want to focus on specific groups e.g. children with EAL, children with speech and language difficulties, children with behavioural problems and so on, or will it be best to adopt an inclusive approach that is designed to ensure that talk focused activities are accessible for all?

3. To extend current activity:

- Across the Trust, there may be value in identifying a specific set of key oracy skills to teach and learn, possibly on a term by term basis. This teaching can support and enhance your other curriculum developments. Examples of key skills that might be an invaluable focus are: Listening and questioning; Elaborating; Explaining; Reasoning.

The advantage of such an approach is that these skills are bound to be a key part of whatever contexts and purpose you have for oracy – they are essential in exploratory group talk; in presenting and engaging with ideas; in speaking to an audience; in arguing and debating. A whole-Trust focus would benefit teacher discussion of oracy provision and would benefit students as they move through their year stages and across schools.

- Look across all the school reports in this document to identify ideas that will supplement, continue or develop your current oracy provision. Make direct contact with the relevant Oracy Lead to set up some joint work. Schools might usefully share resources and expertise, so that teachers don't necessarily need to start from scratch in designing activities.
- Identify another school within the Trust to pair up with so that students can talk to one another – the 2020 equivalent of 'pen pals' – to discuss things, solve problems, read stories, share ideas, teach each other an aspect of science or maths and so on.
- Video children's talk. Group work would be especially good – students using strategies they've been taught. Use in staff CPD or place on a shared area in the ALT website.
- Consider writing up your individual case study for online or print publication. The high quality work in the ALT schools warrants wider circulation. A current focus on oracy education and the continuing Government review of oracy (APPG) mean that there is much interest in what is actually happening in schools.

Review Questions

Select from, and adapt, the following to carry out an interim whole school audit of current practice in oracy across the curriculum. You may wish to follow James' advice (webinar on 'Implementation Science' in April) and invite members of your Implementation Team (vertical slice) to conduct a series of short interviews with their colleagues to obtain a good sample across the school.

- How extensive and consistent is the use of Ground Rules for Exploratory Talk?
- Are Ground Rules for Exploratory Talk co-created with each class, or is there a standard whole-school set, or one determined by age or phase?
- How widespread are the use of key dialogic teaching and learning strategies, e.g.:
 - Genuine open questions that require reasoned, thoughtful answers.
 - 'Chain' questions where an initial open question is followed up by subsidiary ones to deepen understanding.
 - Accepting several answers before giving a teacher response.
 - Use of 'wait time' or 'Think, pair, share'.
 - Inviting students to elaborate, explain more, give examples, reasons etc.
 - Inviting students to comment on or compare each others' responses or ideas.
 - Adapting the classroom layout so that students can see and hear each other.
 - Activities worked on by both teacher and students in a collaborative way.
 - Knowledge regarded as something that is generated in a collective way rather than emanating from teacher or textbook.
- When students talk together in groups, to what extent does the way the task is set, how the talk is supported lead to genuine *exploratory* talk? (see the definition of exploratory discussion in the concluding section of the report, above).
- If, as a school, you started with a specific aspect of oracy (e.g. debating; vocabulary; sentence stems; Ground Rules for Exploratory Talk), what evidence is there that this focus is leading to improvements in students' skills that then *transfer* to other contexts?
- What evidence is there that students are improving their listening as well as speaking skills?
- What barriers are teachers finding to implementing oracy strategies in their classrooms?
- What barriers do some students encounter in developing their oracy skills? Look particularly at students with specific language needs such as EAL, speech and language difficulties.
- Students' oracy skills thrive when they have a genuine purpose to speak and listen in certain ways, and audiences who are interested and can act on what they hear. How far are authentic purpose and audiences made possible, both inside and outside classrooms?
- Are students set targets designed to give them an individual, group and/or class set of aims for improving their oracy skills? If so, how is student progress assessed?
- To what extent are parents aware of, and involved in supporting your work on oracy?

Individual School Summaries

The summary reports from Oracy Lead Teachers that follow are in alphabetical order and fall into two categories:

1. Classroom-based approaches, where the starting point was from small beginnings, often in the Oracy Leads' own classroom, or with a specific focus on developing one aspect of oracy skills.
2. Those where the starting point involved all staff across the school, or where the programme has grown to involve all staff and subjects.

Albert Pye Primary School

What we did

Our weekly after school debate club at Albert Pye is currently formed of about 12 students in years 4-6. We usually start with a game based on fluency within oracy such as 'Just a minute', or 'boxing match debates'; these are quick but effective exercises to get the children to explore language, making eloquent points, and gaining confidence with public speaking. I noticed that the children were repeating their points often when forming and writing debates, as well as making quite basic points surrounding the topics we chose. Their counter-argument skills also needed developing. I found and adapted a great series of lessons on TES regarding debate made for Year 8 children. A particular lesson I drew from was one focussing on the Greek ideals of argument: *logos, pathos and ethos* or *logic, emotion and character*. We discussed how when making an argument it will usually fit into one of these categories, and studied Greta Thunberg's speech on climate at the UN, highlighting the different techniques she used.

What happened?

I was really amazed at how quickly the children grasped this idea and how well they responded to it. I sent them away in pairs and gave them one simple debate, "persuade your friend to give you their lunch", and gave them one of the three techniques they could use as well as sentence starters (e.g. using logic: "it makes sense to give me your lunch because..."). The children seemed to really enjoy this especially because of the drama and role play thrown in! The children then performed their debate to the group, and the others had to guess which techniques were being used. All of them seemed to grasp the idea of the different approaches well.

Next Steps

Sadly, this was the last session before school closed, but the next steps when we return to school will be:

- Planning a debate for an audience so children are able to draft specific arguments and then edit them for a formalised debate;
- Analysing the different approaches and discussing which is most effective;
- Continue with this scheme of work from TES to look at content, style and speaking structures

All lessons are available to download here and can easily be adapted to KS2:

<https://www.tes.com/teaching-resource/ks3-an-introduction-to-debating-6333571>

Oracy Lead: Flora Turnbull

Burrowmoor Primary School

What we did

As a whole school, we wanted to introduce the idea of systematic and planned dialogic teaching in order to impact on children's Oracy skills and in turn their engagement and involvement in all lessons and learning. Our aim was to train the whole staff how to employ strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulation.

I led two CPD sessions with all staff: What is dialogic teaching, what impact will it have?

Followed by: How can we teach Oracy skills explicitly and strengthen Teaching and Learning by developing them?

As a teaching staff, we reflected on our own practice together, we discussed 'wait time', questioning and how to ensure that dialogic teaching 'balanced authoritative, clear presentation with interactive dialogue'. All teachers realised through self-reflection that we could improve our own practice which would impact positively on children's progress, enjoyment and engagement with their learning.

We began by following the steps in teaching oracy skills for group work based on Lyn Dawes' workshop in September 2019: To: *Raise children's awareness of talk for learning *Create ground rules for exploratory talk *Devise activities that require productive talk and feedback *Continuously teach and evaluate oracy skills and vocabulary.

Firstly, all teachers established 'Guidelines for Talk' with their classes. We used Lyn Dawes' pro forma to establish what was important to us and they were adapted for different year groups. From this, we wrote our own rules and these were displayed in classes.

https://thinkingtogether.educ.cam.ac.uk/resources/Ground_rules-traffic_lights.pdf

All teachers were completely on board with the initiative, they felt that we had become so involved with the idea of the Curriculum and its content, that perhaps we had lost some sight of the oracy that underpins this and were keen to build some of the strategies into their everyday practice.

What happened?

We focussed on the teaching of Reading in Years 3 and 4 first because we needed to improve children's engagement and wanted to deliver lessons with much less teacher talk. We used sentence stems, guidelines for talk and modelled how to have an opinion in a structured way. The children were embarrassed at first, but soon realised that the classroom itself was a safe place for them to play with talk and that they could use the guidelines for talk to help them. We began initially only in the reading lessons in order to give the children a learning context to 'hang' their talk on. We supported this with the introduction of talking frames and other similar talk tools which really helped those children who historically wouldn't have had anything to say for various reasons. I wanted children to have no fear of finding and using their voice, so I gave them imaginary characters to agree or disagree with in the context of the text they were reading – which led to them engaging more in their comprehension through their group talk as they dug deeper into the text through the conversations they were beginning to develop. I gave the children ways to indicate that they wanted to speak, by putting their thumb in, and they began to learn that they could communicate really successfully and not always agree, argue or be dominated by the 'loudest' child. In both my class and that of my year group partner, we have a wide range of children who would in the past have been either passive or disruptive. By having the guidelines for talk, it was easy to direct them back to the task, and after a couple of sessions, the other children began to manage this themselves as they really enjoyed the talk. It was a surprise to us to see the children respond so quickly and so well. It was a massive leap, as

teachers, to step back and let the children lead their talk, but by providing the structure, they became really confident at doing this. The added bonus of course was that their reading comprehension improved as they had been discussing the questions before answering. It was no longer seen as 'copying' because the group had orchestrated a conversation peppered with 'what if's?' and 'why do you think that's?' so they genuinely understood more. In the short period of time that we were able to initiate this, (Mid Jan to end March) we saw a real positive difference in attitude to group work in the year 4 classes and I believe that was due to the oracy teaching and practice that was taking place. I think the fact that we addressed the academic issue that we had identified at the time by employing oracy techniques was the right thing to do in our school because it completely filled the gap that we had. After the second staff meeting, I also asked all year groups to plan a lesson in any subject using the ideas so that they could see how oracy is not a stand-alone idea, but an ideology that should underpin our curriculum. All year groups did this, experimenting with groupings, using their guidelines for talk, and teachers fed back that they were surprised at the interaction of the children when they themselves 'stepped back from the front'. What we did was working well for our children and staff because its impact was clear. To support this, our PiXL (School assessment tool) co-ordinator emailed this last week which shows that Years 3 & 4 are above the PiXL mean score – showing impact of the oracy / dialogic teaching taking place in these year groups.

READING YEAR 4 SPRING 2020

Number of schools who took part	457
Number of pupils who took part	21,225
PiXL mean score	57.2%
Burrowmoor mean score	62.5%

READING YEAR 3 SPRING 2020

Number of schools	442
Number of pupils	20,936
PiXL mean score	55.7%
Burrowmoor mean score	56.6%

Next Steps

The focus for us now will be twofold:

1. How to use oracy to support the children as they return to school – how we employ the techniques we have already introduced and build on them across the school to enable children to share their experience in a supportive way and make sense of it for them.
2. How we rebuild and reshape our Curriculum with oracy at its foundation as we develop a 'recovery plan' at the same time as ensuring our Curriculum is unique to our school, confidence building and knowledge rich.

Oracy Lead: Marie Lucca

Chantry Academy

Chantry Academy is in an 'opportunity area'. The school has above the national average of pupils in receipt of Pupil Premium funding at 47% and above the national average of students registered as SEN at 17% with 3% statemented. Students arrive at the school on average -2.7 points below the national average, from four main feeder primary schools.

What We Did

TRAINING FOR STAFF: Whole school: September began with a PD Day on oracy training from Voice 21: to ensure understanding of the principles of oracy and talk for learning e.g. 'exploratory' and presentational talk.

RESOURCES: provided a weekly 'oracy focus' for staff to implement in lessons
December: Whole school rules for talk on display in all classrooms – on display
Next steps – more active use of them for self-regulation and explicit reference.

WHOLE SCHOOL DRIVE from January on Vocabulary especially Tier 2 words.
Information disseminated to all middle leaders; CPD on 'command words' given by SLT.

STUDENTS: Whole school – to raise awareness of oracy and what it means across the school – using a weekly oracy focus - visual displays around the school. Evaluate what students understand about oracy and develop this understanding by explicit reference to the oracy strands from Voice 21.

We targeted a group of male students of mid and higher prior attainment in KS3 to develop oracy skills supported by an oracy mentor. This is a group that historically underachieve. The aim was to use oracy to help improve engagement and self-regulation; improve students' ability to express their ideas with reasoned confidence and also clarify and challenge; to use appropriate and specialist vocabulary.

Specific Focus for each year group linked to Oracy Strands from the Oracy Cambridge/Voice 21 Framework: Year 7 – Presentation commenting on texts about social/moral issues (physical, social, cognitive); Year 8 –Reading fluency and vocabulary (physical, linguistic, cognitive); Year 9 – A reasoned presentation to persuade/argue.

Monitoring: whole school: Learning walks – to see oracy in action; provide evidence of good practice; identify areas to develop; ensure consistency; share good practice. Focus group.
Monitoring Students: self-evaluation; questionnaires; assessment of oracy using Voice 21 guidelines.

What Happened?

Learning walks demonstrate: movement towards more oracy and talk for learning. 'Will' is high; opportunities to maximise this

Evidence of Types of Oracy



are limited, however. Talk opportunities are not happening as consistently or in as structured a way as needed.

DT – FOCUS GROUP: developing vocabulary was evident in lesson observations – consistent across graphics, food tech – structured to support development e.g. basic, better, best approach in food tech; in graphics – vocabulary used and regular opportunities to feedback – sentence starters and support for academic vocabulary working well here – students are familiar with the language required and are developing confidence in presenting ideas using these.

Student's perceptions

KS3 students PP male MPA HPA	Initial perceptions about oracy	Reviewed perceptions Feb 2020
Confidently articulate accurately an understanding of oracy	30%	69%
Oracy is not about who can speak the most	89%	100%

Oracy Skills in target groups

Year group	Baseline (Aut 2019)	Review Feb 2020	Area needing targeting
Year 9	Average score 5.5	Average score 9	Reasoning; self regulation
Year 7	Average 5.6		Structure on task; body lang.

The Geography department embraced coaching opportunities and sought help with planning to incorporate structured oracy.

Next Steps

Developing fidelity and consistency – further work with key depts./HOD e.g.

- Need to reviewed 'what oracy is'; share resources; devise rules for talk for classrooms; liaise with CPD to support this.
- How to use the 'Oracy mentor' – 'trust' with staff and students; how to work within the timetable; reviewed practice and sequencing of learning for students to develop this.
- Coaching: use oracy to support departments who may not have oracy in their curriculum plan and for whom the recent GCSE results had been lower than projected: aim to use oracy to develop the learning experience for students and consequently lead to improved understanding and hence written responses.
- In September – for all KS3 students a 'recap' of 'what is oracy' and a reminder of a key focus.
- Focus on building in structured talk for different purposes rather than simply inviting 'discussion' by giving students the tools/language
- Looking at Transition – from KS2 but also within the years 7 – 11.

Oracy Leads: Sue McArdle and Tommy Moseley

Chesterton Primary School

What we did

Our initial focus for developing Oracy was to enhance language through roleplays. Following a staff meeting and classroom observations, we decided that we would need to enhance the position of roleplay in the curriculum and give it priority in the timetable for all classes and find ways and times in which it can be used from EYFS-Year 6. Despite some initial difficulties, all teachers got on board and we began to ensure all children could access high quality roleplays. We also made the focus more specific as 'Oracy in roleplay' was quite broad. I narrowed it down to a speaking and listening focus in roleplays and from this I shared a list of techniques and skills that could be used in class time and in the roleplays.

What happened?

There has been a positive response from the children and staff who have been using the strategies. The top techniques were:

- Using 3 seconds wait time in the classroom when asking questions
- Have a big poster of Oracy Rules in the room
- Getting others to respond to questions, those who are usually more quiet / reserved
- Using 'ping pong questioning/basketball' – throwing a question around which changed the dynamic of the talk in the classroom
- Encouraging children to look at the person who was talking – this didn't work during carpet time discussions where the children were all facing one way. However we have discussed using it in a circle time setting or in smaller groups.

I created a series of scenario cards for each roleplay and teachers started to use a new planning template specific for roleplays which was to be adapted fortnightly. It meant that teachers would be really planning specifically for S&L in roleplays and thinking about the skills, questions or resources they would need to enhance oracy in this area of their classroom. I ensured that high quality texts were available in the roleplays. We used sentence stems to develop language and speaking skills. I also develop lists of key vocabulary to be modelled with the children. All teachers were in the process of creating class discussion rules; by March these rules were being followed in EYFS, year 1 and year 5.

Next Steps

As a school focus we will be continuing our work that began before lockdown. I will be ensuring language is being developed through roleplays and keeping a close eye on the impact that it is having on the children's speaking and listening skills. I will be conducting learning walks with a focus on roleplays and language and I will also ensure all teachers give feedback on the techniques they have tried and tested out in the classrooms. I will ask teachers in KS2 to encourage discussion time with a Newsround time at the end of each day to encourage the children to share their thoughts and views upon a given subject and use the sentence stems to develop their discussion skills. I will also organise for a drama workshop to take place. I will need to give teachers and staff time to settle back in and then give them time to understand and remind them of the approaches we will be implementing for September.

Oracy Lead: Faiza Khokha

Cromwell Community College

What we did

The focus for developing oracy at the College has been primarily focused on building structured talk into our approach to reading across the curriculum

- A Communications Improvement Plan (CIP) was introduced across the College from September 2019, focusing on the introduction of Guided Oral Reading in all lessons.
- CPD was provided for all teachers on the modelling of fluent reading and all staff are encouraged to support reading comprehension using the strategies outlined in the [EEF *Improving Literacy in KS2*](#) report strand for reading fluency.
- Guidance has also been given to staff on the teaching of vocabulary through knowledge organisers, the Frayer Model and use of prefixes/suffixes and word morphology/etymology.
- A range of competitive literacy competitions such as reading challenges, quizzes and spelling bees have been used in tutor time.

What Happened?

- There has been little difficulty with staff or students embracing the need for change.
- I have been very aware of the need to embed practice rather than just 'tick the literacy box' and it has been evident that this approach has been successful. There is now a buzz about literacy in many areas of the college.
- The Communications Working Group, who are volunteers from all areas of the college, have been fundamental in getting the message across in subject areas.
- Staff now understand the importance of reading and have strategies to address it, and this is quickly becoming the case with students who, although in many cases are frightened by lack of literacy skills, are now becoming more willing to improve.
- The percentage of really low ability readers (over 20% below chronological age) has dropped significantly across all year groups – 7% in Year 7, 5% in Year 8, 3% in Year 9 and 5% in Year 10 – whilst those on or above their age has risen around 10% in all cases.
- There is an increased awareness of the importance of reading amongst both students and staff. Weaker readers are happily engaging with reading progress such as *Books over Breakfast* for Year 8s and *Catch Up Literacy* for Year 10, whilst there is evidence of an elevated status for reading in lesson time.
- The competitive nature of the tutor programme has proved very popular with KS3 students in particular.

Next Steps

- Keep the focus on embedding the Guided Oral Reading and make teachers/leaders more explicitly responsible.
- Develop our understanding of [Disciplinary Literacy](#) in accordance with the [EEF *Improving Literacy in Secondary Schools*](#) report. The Communications Working Group will play a pivotal role in this.
- Focus on increasing the opportunities to develop 'pupil voice' through the Pupil Leadership Programme

Oracy Lead: Mark Twigg

Gusford Primary School

What We Did

Oracy at Gusford has been focused primarily on vocabulary development and confident communication of both staff and pupils.

Teachers have been teaching vocabulary explicitly within subjects and are using sentence stems to guide children's responses. This has helped teachers to increase their own expectations of children's talk in the classroom, as well as reminding them of the importance of modelling good oracy skills and vocabulary.

Subject Leads are developing lists of five key words (skills and knowledge based) for their subject that children should learn in each year group, building progressively in line with our curriculum.

Each class has a weekly 'Learning and Life Skills' assembly, which is run as a circle-time discussion with a focus on children communicating their feelings, experiences and ideas in a 'safe space' and within a given theme. This is how our discrete PSHE is delivered and this then rolls out across the wider curriculum.

Children are also beginning to take on more roles in other assemblies, such as Year 6 children announcing sports fixtures and results in celebration assemblies, with parents present.

Oracy is a focus of our 1:1 and small group Thrive sessions, in which children are encouraged and supported to talk as well as listening to each other. Every child across the school also takes part in Commando Joe's sessions across the year, where, again, oracy is a key aspect, with children encouraged to communicate their ideas and feelings in order to work as a team.

In Year 6, teachers have been focusing RE planning on debates and discussions around statements, rather than questions. This is proving very successful in getting quieter children to contribute and, perhaps even more so, teaching the more confident children the importance of listening and responding to others.

What Happened?

The most obvious and commonly shared impact has been an increase in pupil confidence when sharing their own ideas, talking with a partner, engaging with adults and each other.

- Children in reception are now engaging in 'small talk' with adults in the classroom when they arrive at school; this reduced anxiety across the Autumn term, tears at the door etc. and is helping children to talk more when learning, thereby supporting teachers to assess children's understanding.
- Children in Year 1 are getting better at talking with different partners and allowing each other to talk - listening and responding rather than just wanting their turn to talk.
- Children in Year 3 are getting better at answering questions in full sentences, using sentence stems and following modeling from the teacher.
- Children in Year 5 were confident to take part in the Mock Trial at Ipswich Crown

Court in the Spring term- they understood the importance of clarity, pace and intonation in their speech and fitted this to their role.

- Year 2 children are getting better at reflecting on their learning accurately, using words to express the support/next steps they need rather than all saying they are okay.
- Year 4 children are showing increased confidence when contributing and more accurate vocabulary choices.
- Year 4 students are using ABC (Agree, Build Upon, Challenge) to respond more effectively to others.
- Teachers are showing greater awareness and confidence when supporting development of oracy in their classes.

Next Steps

- Oracy lead to work with Year Leads to develop year group and whole school Oracy Progression Planners.
- Ensure that oracy remains central to the planning and delivery of teaching and learning upon returning to school; this will support children (and adults) in unpicking and understanding their own and others emotions and worries etc., which will be more important than ever during and after the current pandemic. This will be particularly prevalent in class-based Learning and Life Skills assemblies.
- Whole-staff oracy CPD, including twilight sessions with Joe and Dave (actors) through the Paul Hamlyn Foundation work already happening in school.
- Further work with pupils to support them in developing a more explicit understanding of oracy skills and the value thereof.

Oracy Lead: Christine Holmes

Hillside Primary School

What We Did

Oracy was initially launched by the previous Oracy lead in the Autumn term 2018 working closely with Voice 21 along with a number of other schools in Ipswich. I currently meet with these schools on a termly basis. Usually we complete a learning walk, share ideas and what is going well as well as being a support group for advice and next steps.

In September, Oracy assemblies were introduced each week for KS2. The focus was on developing Oracy techniques under the four different strands. Since then, Oracy assemblies are now being delivered weekly (by the class teacher) from Year 1-6 using resources provided by Picture News. <https://www.picture-news.co.uk/>

We are currently using The Power of Reading for our English lessons. Many Oracy strategies are embedded within the teaching sequences such as debate, freeze framing, story mapping and talk-partners. We need to ensure that whilst they have the opportunity to practise these skills that we ensure the time is taken to teach them first so they can be more successful. I have previously attended the PoR 4 day training so can offer support to other teachers. We are in the process of finding suitable (and affordable) CPD for all. <https://clpe.org.uk/>

We have also introduced Read Write Inc for KS1 and EYFS phonics and reading.

<https://www.ruthmiskin.com/en/programmes/phonics/>

In February Ms Flegg completed an inset day focused on EAL. She shared EAL in the daylight with us and has encouraged the teachers to explore the strategies. Lots of great ideas, mostly focused on Oracy. <https://ealdaylight.com/>

What Happened?

This was during Spring 1 and is still very new but the impact is (was) already showing. There are opportunities for discussion around the texts and simple strategies such as repeating what has been said, reading out loud and mimicking the expression modelled by the teacher. We have already seen an improvement in the phonics scores, reading ability (including comprehension). During my learning walks it is clear to see that the children are reading faster and clearer with more expression.

Whilst The Power of Reading (PoR) was officially introduced last term the sequences of teaching and the strategies were actively encouraged by myself and the curriculum team the previous year. I have no doubt that the Oracy assemblies have helped to contribute to the children's ability to contribute to these lessons. These are some of the responses to the Q- What impact has PoR had on pupil attainment?

Teacher voice from Spring 1 2019:

**I think the strategies help them to feel the story more and then they are engaged to write; Increased confidence, reading/comprehension improvements.*

**Children's writing has improved when they have worked around a text and not just written everyday e.g. talk for writing, oral rehearsal, shared writing then planning and writing at the end*

There was a positive shift over the Summer term where teachers were more confident with the sequences and strategies:

**Despite only just beginning to use the power of reading I believe that the level of pupil engagement has increased. (EYFS)*

**(it) Improves their level of writing as they have more knowledge and understanding of the reasoning/book behind it. They have also been using better vocab and more interesting description.*

**Children are far better at writing in role, they are able to discuss their ideas more clearly.*

**When we did poetry last term, some chn who were quite shy and reserved really came out of their shell and were able to perform with actions confidently. Additionally their oracy developed.*

**Lots, also really good for EAL chn. They love the acting, talking about the story, descriptions*
The pupil voice videos (based on the Power of Reading) clearly show that the children were confident in what they were saying: their eye contact was appropriate, they were able to demonstrate turn taking and when being asked to talk between themselves and they were quickly able to turn to a partner and take turns in their speaking which is a direct impact of the Oracy assemblies the children have attended. Within the groups that were filmed there was a mix of genders, EAL, SEN, PP and GDS students. Separate groups were taken from year 3, 4 and 6. They all demonstrated appropriate skills for the task.

Next Steps

- Explicit teaching of the Oracy skills that the children need, ahead of them having to apply them. This could potentially be done during Oracy assemblies, but will likely require some additional support for teachers initially.
- CPD for teachers around The Power of Reading and continuing with the on-going CPD from Read Write Inc.
- I will establish an Oracy team with support of the Curriculum lead in line with recommendations from the recent implementation training. The team will include the previous Oracy lead as well as the teachers who attended the Oracy Exhibition. I shall also endeavour to recruit new members of staff and members of the support staff.
- I also intend to meet with the newly appointed Head Teacher to discuss how our visions can merge and develop a common goal for Hillside.

Oracy Lead: Hayley Chamberlain

The Isle of Ely Primary School

What We Did

After reviewing both student and teacher's targets for Oracy, I decided that we needed to provide a discreet intervention for those who struggle using Oracy in the classroom. I identified different areas to work on: for and against debating; specific topic questioning; describing; emotive expression and problem solving. I created and resourced the following intervention packs to cover these areas and develop children's skills:

If I Ruled the World Participants: Pairs (4)

Method: One player begins by saying, "If I ruled the world, I would... because..." and describing what they would do and why. The next person must say "I couldn't disagree more because..." and explain why they must disagree (even if they don't!) They must then state what they would do if they ruled the world, the next person must disagree, and so on.

Question Tennis Participants: Pairs (2-4)

Method: Show the children a photograph, the photos are linked to different topics (2 pictures per topic). Partner A starts with their question, then Partner B goes, then back to A and so on, like a rally in a game of tennis. If one person hesitates for too long or can't think of what to say on their turn, their partner wins a point.

What's the Word? Participants: 3-4

Method: Provide the group with a number of word cards. One player must describe what is on the card to their teammates without saying the actual word and without using gestures or actions.

Which Emotion? Participants: 4

Method: Provide the group with a statement such as "It's going to snow today" and a number of different emotions, such as excited, disappointed, nervous, ecstatic, confused, worried and angry. Students must say the statement as if they are feeling one of the emotions you have provided. The rest of the group must guess which emotion they were feeling.

Which One Does Not Belong? Participants: 2-4

Method: Provide students with three or four words, images, or objects and ask them to decide which one does not belong. Students must propose ideas, give reasons, and, where appropriate, provide evidence for their theories. They must then listen to others ideas and choose to agree or to defend their own position. Finally, students must seek to come to a group consensus as to which one does not belong.

What Happened?

I led a staff meeting to explain the intervention packs to my colleagues, asking for their feedback as well as practising the activities alongside others. The packs were then distributed between Key Stage 2 teachers and staff to begin to explore the packs alongside children that they choose as their focus. After two weeks, I planned to discuss the effectiveness of the packs and if there were any changes we needed to make. However, due to the lockdown these meetings did not happen.

Next Steps

- Assess the effectiveness of the packs: are they focusing on appropriate areas of Oracy?
- Developing the packs to extend into KS1 and Early Years so assessment can begin from the beginning.
- Develop methods of Oracy homework and how parents can support the use of Oracy.

Oracy Lead: Matthew Turner

Littleport and East Cambs Academy

What we did

Across the whole school we have been focussing on our academic vocabulary and using appropriate terminology in all of our interactions with students. We have also been recasting student responses and asking them to use full sentences, modelling this also in our own conversations and language.

What happened?

Each department has given their own feedback on how this has been going:

- General improvement in confidence from students.
- Greater discussion and more purposeful discussion via Big Questions and Talking Points excellently deployed across subjects and students engaging in debate and opinion.
- Students across the board are noticing a change and feeling more confident to communicate properly.

Within subjects, sentence stems are provided on the board/desk for students to use if needed. For example, how a student might respond to another, using a given statement. The stretch and expectation is still there for all and we are able to scaffold for those who require additional help to use academic language appropriately.

During our curriculum planning, we have also all agreed to divide the tier 2 list of academic vocabulary between all departments and teach them explicitly within our subject areas. This should mean that across the 5 years there is a constant stream of new academic vocabulary, as well as reinforcement of existing vocabulary.

From an English perspective: a specific initiative was a University style lecture I gave to Year 9. I targeted the Year group and really focused on my language during the lecture. I used key verbs from the exam criteria and modelled both my language and showed them exemplars for each 'grade'. My presentation adopted a sophisticated style and higher level academic language: I wanted them all to see the higher level vocabulary and structure in order for them to adopt as much of it themselves as possible. As we move forward through their GCSE courses, we will scaffold up and gradually remove these supports so that students can always aim high. By all being exposed to this level of academic sophistication will also mean that they can all discuss and support each other with it too. It's not purely seen as a 'top set' thing. We want to establish a culture.

I spoke to students informally during some of my lessons about the lecture and their response was overwhelmingly positive – they could clearly see what to do, they improved their work and they are using more appropriate and higher level language in their own writing. There was also discussion with other subject teachers around it from students and how this 'lecture' format was accessible and a high expectations set for all.

I hope that it will increase confidence in exam situations, having used this academic vocabulary throughout too. Students will have been exposed to this style for a while by the time they take their Year 11 exams, so will feel more confident to use it in their own writing.

Next steps

- I will use the same high-level language and questioning in my online resources for teaching Macbeth in Year 9 to reinforce that academic expectation, despite learning remotely.
- Likewise with the other year groups, I will ensure I maintain challenge and high expectations.

- Just before half term, I will highlight to students the importance of communicating appropriately online. I want to give students some guidance on correct email etiquette and using an appropriate vocabulary and tone.
- Moving forward, I will share with parents some tips/ideas as to how to communicate, ask questions, share discussions at home so the high expectations can become embedded in our community.
- Using the resources from our Oracy seminars and networking with colleagues, I will formulate a way of using the framework within our curriculum planning and sharing good practice whole school.

-

Oracy Lead – Ashley Radcliffe

Neale Wade Academy

What We Did

Firstly, we added 'Oracy' to our Learning Walk proformas, so we could begin to raise the profile of it in the classroom amongst teachers and monitor its prevalence in lessons. Next, following the first round of ALT training, I set up an 'Oracy Advocates Group' with an aim to develop the teaching of oracy across the curriculum. I invited colleagues to volunteer to be a part of this group as I wanted people who had a genuine passion for it. I got a group of eight people from a wide range of areas and levels of expertise including the Heads of Media and Drama, two alternative provision teachers, science, English DT and PE teachers. I started by running a session with this group with focuses on setting up in-class discussions, using 'Talking Points,' and how teacher-talk promotes student talk. Following this training, I asked colleagues to trial some of the strategies in their own classes and log the successes and failures on a pro-forma which I designed for them.

After this, we had a whole staff training twilight session on oracy in November - I started by summarising some of the key points of the training and then the Oracy Advocate members each linked to a different curriculum area to share their own experiences of trying some of the ideas out. I then asked curriculum leaders to take this forward in their own subjects and to add oracy as a regular item on Faculty meetings agendas. The Oracy Advocates Group also visited School 21 in London for an inspiring Teach-Meet event.

In addition, I have been working to create a debating culture within school. I initially set up a sixth form debate club and entered debate competitions run by Cambridge and Oxford Unions. I attended Pixl debate training and Cambridge Union invited our Debate Club to a workshop session so that we could understand British Parliamentary Debating. I also delivered an assembly to sixth form on the benefits of debating in developing critical thinking, vocabulary, confidence and mental health as well as oracy and presenting skills. I encouraged another member of staff to set up and lead a lower school debate club to run alongside and we entered the Pixl 'Up For Debate' competition for them.

Alongside this, I personally used debating as a teaching tool with my Yr12 English Lang/Lit class to research the context of Anthology texts. In the Spring Term, I organised a collapsed day for 90 Year 7 students with 'Noisy Classroom' who came into school and led workshops and debates to this group. Following this, 'Noisy Classroom' also delivered a whole staff training on Debating and how it can be used across subject areas.

What Happened?

One of the problems we've encountered is being able to assess the success of the initiatives; however, the Learning Walk monitoring showed a distinct and gradual increase in the focus on oracy through the year so it's clear that some of the ideas are starting to filter through. I was lucky enough to benefit from £6000 Opportunity Area Grant that enabled the initiative to have some substance. The specific focus on debating was positively received by staff and students alike; critical thinking skills were developed and it created a sense of belonging/responsibility amongst the members of the debating groups. I am convinced that it helps with confidence building – competing in the Cambridge Union debate alongside well-known public schools was inspiring for some of our students and an experience I'm sure they will take with them into adulthood.

Next Steps

Going forward I would like to find a way of mapping, monitoring and evaluating oracy more systematically across curriculum areas. If the funding can be maintained we can continue entering and attending debates as the funding covered all entrance and transportation costs as well as the staff training. Oracy is a great leveller – students who struggle with writing can be excellent at speaking and this is a way of engaging the disaffected and disadvantaged and to help them to build confidence, improve reading skills, close the ‘vocabulary gap’. However, we will need to choose topics carefully so that they are subjects which young people are interested in. One of my key next steps for next year is to widen the Oracy Advocates group and to ask Curriculum Leaders to build oracy more explicitly into Curriculum maps and to consider how we assess it using the new assessment descriptors. I also want to use the Oracy Cambridge/Voice21 Framework more fully across the school to evaluate our provision more systematically.

Oracy Lead: Claire Howlett

Pakefield Primary School

What We Did

The key strands that we are working on are:

Vocabulary knowledge and use.

- Word of the week is being introduced weekly. We look at the word in depth concentrating on decoding, the definition, using it in context and then linking it looking at synonyms, antonyms and prefixes and suffixes. In phase three we look at the etymology of the word.
- This is also being sent home to parents via text and on our website. It is vital for parents to encourage their children to use these words and to talk about them. By doing this it will allow the children to access a wealth of vocabulary.

The use of standard spoken English across the school.

Building confidence in speaking, listening and presenting.

- Children stand up to present their answers in class. They are encouraged to present themselves using eye contact to keep their audience engaged.
- Oracy circles are being used in phase 3 assemblies and across the year 5 classes for discussion.
- Disadvantaged children have been taking part in a bi-weekly project working on their confidence and how they present themselves to an audience.
- Talk homework is being implemented across the school, to ensure that children are getting quality talk about their writing at home. If they cannot access this at home, it is done during school provision.
- Children have been working in small groups of three during group work. As a staff we are working on how to facilitate exploratory talk, and talk in depth about its importance in the classroom.
- In the early years we have staff trained under the language link and speech and language therapy is taking place.
- Oracy home tasks have been sent home during lockdown – parents have been sending videos of their children presenting their findings.

What Happened?

- The word of the week is being used in the children's writing. They are able to talk about what different words means. The older children are using their etymology knowledge to try to understand different words – using their root word knowledge. Ultimately this then helps the children in guided reading and writing lessons.
- Children have said that they feel more confident than they did at the beginning of the year. They say that they enjoy the oracy circles and like discussing in a group. Children say that by talking it through in a group first and having class discussion helps them to think of their answers if they are unsure.
- In class, we are seeing more purposeful talk between the children and the teacher.
- Some teachers are taking on the facilitator role and allowing the children to discuss and debate.
- We have seen improved confidence in disadvantaged children after their workshops. Video evidence can be accessed. These children are now frequently answering

questions in class; whereas before they sat very quietly and let others participate in the discussion.

Next steps

- For all teachers to ensure that their children are standing where possible to present their ideas.
- Ensure that all talk homework is going home.
- To develop talk and group skills for specific classrooms (Upper KS2).
- For teachers to have planning time to ensure that they have talking points and time in their lessons (a range of subjects). The aim is for teachers to have at least 2 talking points a week.
- By the end of the year we would like to create a whole school curriculum plan for oracy. We will do this by pulling all ideas from all of our staff adapting the ideas provided by Oracy Cambridge for curriculum planning.

Oracy Lead: Madi McCann

Red Oak Primary School

What We Did

- We have adopted a whole school approach, from Nursery to Year 6. We are now in the second year of our project having started a year ago with emphasis on staff use of oracy and vocabulary.
- Weekly training sessions with the TAs with Oracy tasks set for them to trial with small groups of children. TAs give feedback in briefings and hand in notes and reflections on their activities. New tasks are then introduced and practised in the sessions and then again during the following week with pupils. The Head teacher gives staff individual feedback on their activities.
- The majority of activities come from the Voice 21 publication: 'Transform Teaching and Learning Through Talk'. Activities have included approaches such as showing part of a picture to prompt discussion about what it could be and then slowly revealing more of it to promote further discussion. Teachers have also undertaken some of the activities in staff meetings and trialled them with their class.
- Teachers have assigned talk roles to children (builder, instigator etc.) when in groups so that children have got used to fulfilling the different roles when debating and discussing.
- All children have termly Oracy targets (every year group, every child). Year Reception, 1&2- 80% of children had a spoken role in the school play. Year 3&4 did talk presentations; Year 3, 4, 5 performed poetry; Year 5&6 held debates.
- Within all subjects there has been an emphasis on discussion, role taking, feedback.
- Subject leaders have reviewed knowledge organisers, vocabulary lists, supporting materials and introduced Oracy **homework tasks**.

What Happened?

- Children are very confident in our school at talking to adults and each other (you only have to visit and they chat away to visitors). The massive drive on vocabulary across the whole curriculum with weekly power words, works very well. More children have presented for assemblies and there has been an increase in confidence and competence.
- Upper KS2 children have been taught to read the books to the children and then to promote discussion with the younger children. Year 5 designed an activity based on a book to carry out with their Nursery buddy, and they had to talk through all the instructions with the younger child, this went very well, with all Nursery children able to take home the related book activity.

Next Steps

- We will continue to embed good Oracy practice within our school:
 - weekly staff training,
 - modelling good Oracy skills to the children,
 - setting realistic, yet ambitious, targets for the children,
 - investing in technology and resources that support good Oracy skills for the children,
 - using the Oracy leads training to support staff in school,

- celebrating Oracy achievements within the school community,
 - sharing good Oracy practice across the hubs,
 - learning from other schools' successes.
- Ensuring that our good Oracy practice is integral to our teaching practice, is evident as a focus for school development plans, phase plans, and subject plans.
- Through our Knowledge Organisers ensure that the children have the specific language that enables them to understand and learn more effectively, and ensure that they can express themselves eloquently.

Oracy Lead: Esme Richardson

Reydon Primary School

What We Did

We used persuasive cold/hot tasks in Year 6, where we developed Success Criteria together from the children's ideas. After the students completed the cold task, we had a class discussion and used the Success Criteria to identify skills that needed to be worked on. Following that, I planned the teaching of the rest of the unit to include opportunities for modelling of reading out loud, discussion of emphasising phrases and more informal persuasion, and then we did a hot task. This involved using persuasive techniques to present an argument based on the question: 'Harry Potter, which is best, film or book?'

What Happened?

The cold task was rather interesting, because the children are very confident generally, but when given a specific task (e.g. persuasion), they lacked the ability to emphasise words and phrases for effect on their audience. I found it so peculiar because, in their everyday talk, they're rather animated.

In the hot task, it was evident that there was significant improvement in many ways. Children seemed overall more confident: posture held, eyes up and engaging with their audience, louder voice, appropriate emphasis on words and phrases.

In a discussion with pupils after their hot task, we had a conversation about how they felt; many felt more confident, more prepared and more at ease with the task.

Next Steps

I wish I had videoed both of their cold and hot tasks, because a lot of the changes were subtle. For example, eye contact, how loud they were speaking, the way they stood with presence and ease etc., so a video would have been ideal to show them progress.

Moving forward, I intend to do more hot and cold tasks for formal, presentation style Oracy work, as that is where the children seem to need the focus.

Oracy Lead: Terri Prindible

Sidegate Primary School

What We Did

We are beginning to practice using oracy regularly in our lessons.

- All classrooms have Speaking and Listening Rules displayed
- Sentence stems have been issued to all staff and are being used to support children in responding to the teacher and each other.
- Children are routinely being given opportunities to develop their oracy skills in many classrooms.
- Expectations regarding responding and performing are high. All children must answer using a full sentence and be clear.
- A range of contexts have been provided (not just in English lessons) and children are developing their understanding of tone, gesture, facial expression and use of space.

What Happened?

Children's oracy skills are still not authentic but confidence is increasing with some individuals using their skills spontaneously, while others remain reluctant.

Examples:

- History Lesson: We were studying the industrial revolution and I gave each table pictures of inventions. Groups discussed what each might be using the sentence stems provided and abiding by the S&L rules. They recorded their ideas on sugar paper and then we opened up the discussion as a whole class discussion. This was extremely successful and I had very little I needed to say or do other than let the discussion flow. By having previously discussed and recorded their ideas in small groups they were not cognitively overloaded and able to concentrate on their oracy. Children responded to each other by either agreeing or disagreeing with each other and sharing and expanding on ideas. The written outcome was good.
- Maths Lesson: Children were given a problem relating to fractions to work on in mixed ability groups. Unfortunately, the mathematics was far too demanding and distracted from the oracy. It was probably not the right context for group work and might have been more successful in same ability pairs.
- The wider School experience - results from a learning walk. In cases where children had the sentence stems on their desk, they were certainly trying really hard to make use of them. This was working very successfully in Year 4, where children were using specifically selected stems to help to conduct some great conversations between themselves.
- Good practice was seen when:
 - a sentence stem was modelled for children to then practice e.g. 'I believe ... because...' written on the board and used as a framework
 - Meta-cognition was used to help children make the correct decisions
 - The teacher did not give a specific response to a pupil's answer or contribution but directed other pupils to do so.

Next Steps

Here is the guidance I have provided to all staff:

- Make sure your classroom has the S&L Rules displayed.
- Select sentence stems with the children to practise.
- Provide children with time to respond orally and give them thinking time.
- Have expectations that children answer in full sentences.

- Be conscious to avoid the 'ping-pong' effect when the teacher discussion just goes back and forth between individual students and the teacher; have an expectation that children respond to each other.
- Oracy needs to be 'taught'. It won't happen by just doing paired and group talk. Use a Learning Outcome with an oracy focus to raise the profile of oracy.
- Be aware that oracy will work in all lessons once you have taught it explicitly and it is embedded.

Oracy Lead: Becky Jones

Westwood and Grove Primary Schools

What We Did

We set up a debating Club in each school. The main aims were to encourage children to listen and respond to each other in a supportive environment where they knew there were no right or wrong answers and they were able to voice their opinions. The clubs ran across KS1/2 at lunchtimes.

Ideas for stimulus/talking points:

- Picture News <https://www.picture-news.co.uk/>
- Philosophy for Children <https://www.sapere.org.uk/>
- Newsround <https://www.bbc.co.uk/newsround>
- Video clips/Images/Books/Stories
- Ideas which the children wanted to debate/discuss based on their interests or recent news (KS2)

Across all of the sessions the children were encouraged to share whether they agreed or disagreed and to explain their reasons why. Vocabulary was displayed/ modelled by adults for children to use in the sessions and beyond.

Vocabulary/Talking starters

- | | | |
|------------------------------|----------------------|------------|
| - Agree | - Disagree | - Opinion |
| - I agree with...
that... | - I disagree with... | ...I think |
| - I believe that... | ...because... | |

What Happened?

In KS1 the children sat in a circle with their hands on their knees and when they had something to say they turned their hands over. In KS2 the children were encouraged to talk in the spaces taking it in turns sometimes using a talking stick or object. Games and activities were often used to hook in children and engage them in talking activities linked to the stimulus or as a warm up; examples including conscience alley, would you rather have/be and encouraged the children to back up their ideas with reasons. All the children enjoyed coming to the sessions. As time has gone on some of the KS2 sessions were led by the children with someone taking the lead and ensuring that everyone has their chance to speak. In the KS1 group some of the children were low attainers who would often opt not to answer questions or voice opinions in class and since they attended the session(s) their confidence and vocabulary has grown within the classroom especially in a class debate about The Great Fire of London.

Next Steps

The hope is that in the future the children will be able to take part in a debate across the two schools and other schools in the Trust. Discussions about dates and setting this up had begun but has been put on hold now schools are shut.

Using the registers and tracking individuals' progress to date if they've attended.

Displaying/using vocabulary across school for children to use and become familiar with so they can routinely give reasons for their answers/thoughts/ideas.

Oracy Lead: Bernie Woodyard